

## HICKORY TAVERN MIDDLE

163 Neely Ferry Road  
Gray Court, SC 29645

**GRADES** 6-8 Middle School

**ENROLLMENT** 296 Students

**PRINCIPAL** John K. Hendricks, Jr. 864-575-4301

**SUPERINTENDENT** Edgar C. Taylor 864-984-3568

**BOARD CHAIR** Leni N. Patterson 864-682-2633

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	17	25	5	0

#### IMPROVEMENT RATING:

#### BELOW AVERAGE

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 14 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

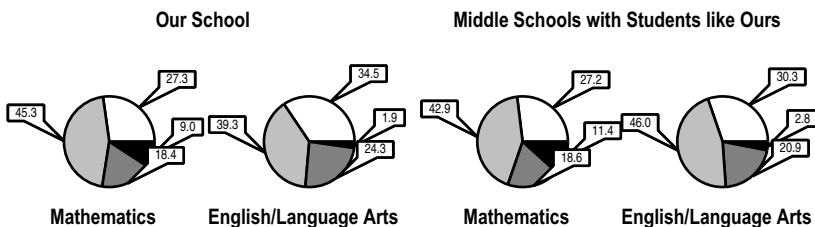
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




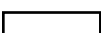
[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	N/A	N/A	N/A
2002	Average	Below Average	N/A
2003	Average	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	25	89	88
Percent satisfied with learning environment	100.0%	78.4%	86.2%
Percent satisfied with social and physical environment	100.0%	89.7%	69.8%
Percent satisfied with home-school relations	87.5%	84.9%	83.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	300	100.0	34.5	39.3	24.3	1.9	26.2	17.6
Gender								
Male	153	100.0	45.7	38.8	14.0	1.6	15.5	17.6
Female	147	100.0	21.6	41.0	35.1	2.2	37.3	17.6
Racial/Ethnic Group								
White	265	100.0	33.6	39.2	25.4	1.7	27.2	17.6
African-American	29	100.0	38.5	38.5	19.2	3.8	23.1	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	220	100.0	20.2	45.8	31.5	2.5	34.0	17.6
Disabled	80	100.0	79.7	18.8	1.6	N/A	1.6	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	300	100.0	33.5	39.9	24.7	1.9	26.6	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	299	100.0	33.6	39.7	24.8	1.9	26.7	17.6
Socio-Economic Status								
Subsidized meals	137	100.0	44.1	38.7	17.1	N/A	17.1	17.6
Full-pay meals	163	100.0	25.7	40.8	30.3	3.3	33.6	17.6

Mathematics								
All students	300	100.0	27.3	45.3	18.4	9.0	27.3	15.5
Gender								
Male	153	100.0	31.0	45.7	15.5	7.8	23.3	15.5
Female	147	100.0	22.4	45.5	21.6	10.4	32.1	15.5
Racial/Ethnic Group								
White	265	100.0	25.0	46.6	18.5	9.9	28.4	15.5
African-American	29	100.0	34.6	42.3	19.2	3.8	23.1	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	220	100.0	15.8	49.8	23.2	11.3	34.5	15.5
Disabled	80	100.0	64.1	31.3	3.1	1.6	4.7	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	300	100.0	26.6	45.6	18.6	9.1	27.8	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	299	100.0	26.3	45.8	18.7	9.2	27.9	15.5
Socio-Economic Status								
Subsidized meals	137	100.0	32.4	51.4	10.8	5.4	16.2	15.5
Full-pay meals	163	100.0	22.4	41.4	24.3	11.8	36.2	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	95	N/A	30.1	35.5	34.4	N/A	34.4
	Grade 7	95	N/A	21.1	49.5	25.3	4.2	29.5
	Grade 8	111	N/A	29.7	48.6	18.0	3.6	21.6
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	102	100.0	41.1	41.1	15.6	2.2	17.8
	Grade 7	94	100.0	25.6	36.0	36.0	2.3	38.4
	Grade 8	104	100.0	36.3	40.7	22.0	1.1	23.1

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	95	N/A	26.6	43.6	23.4	6.4	29.8
	Grade 7	95	N/A	52.6	26.3	10.5	10.5	21.1
	Grade 8	111	N/A	45.0	42.3	9.0	3.6	12.6
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	102	100.0	27.8	44.4	18.9	8.9	27.8
	Grade 7	94	100.0	17.4	44.2	24.4	14.0	38.4
	Grade 8	104	100.0	36.3	47.3	12.1	4.4	16.5

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 296)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	Down from 9.3%	15.6%	14.4%
Retention rate	2.6%	Up from 0.9%	2.3%	2.3%
Attendance rate	95.3%	Up from 95.0%	95.4%	95.2%
Eligible for gifted and talented	11.9%	Down from 13.0%	16.2%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	26.5%	Up from 23.6%	14.9%	14.1%
Older than usual for grade	1.0%	Down from 1.8%	4.9%	4.9%
Suspended or expelled	0.0%	Down from 0.6%	1.3%	1.3%
Annual dropout rate	0.0%	N/A	0.0%	0.0%

Teachers (n= 17)				
Teachers with advanced degrees	64.7%	Up from 57.1%	49.1%	47.1%
Continuing contract teachers	94.1%	Up from 76.2%	86.4%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	N/A	N/A	86.4%	84.3%
Teacher attendance rate	94.4%	Down from 95.7%	95.2%	95.0%
Average teacher salary	\$42,780	Up 8.3%	\$40,418	\$39,924
Prof. development days/teacher	8.0 days	Up from 7.5 days	10.7 days	10.7 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio	20.1 to 1	Up from 16.3 to 1	21.7 to 1	21.0 to 1
Prime instructional time	88.8%	Down from 89.5%	89.0%	88.9%
Dollars spent per pupil*	\$17,649	N/A	\$5,659	\$5,854
Percent spent on teacher salaries*	65.0%	N/A	62.2%	62.0%
Opportunities in the arts	Good	Up from Poor	Good	Good
Parents attending conferences	99.0%	No change	94.5%	94.8%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Hickory Tavern Middle School is a 6th-8th grade school implementing a true middle school concept. We offer a four-block schedule with students in language arts and math for extended periods, on a daily basis. We also offer science, social studies, and exploratory courses on an alternating schedule. We feel this promotes an intensive and enriching environment for the progression of our student body in academics as well as in social areas.

Our students have been exposed to a "Balanced Literacy Approach" through the implementation of Marie Clay's "Observational Survey" techniques. Teachers assess the reading levels of students on a regular basis. This provides an on going assessment of the reading abilities of students and targets areas that need to be addressed for improvement. The Observational Survey along with our "Write from the Beginning" writing program has enabled our teachers to implement proper writing strategies and techniques for more quality and meaningful writing across the curriculum. Coupled with the use of "Thinking Maps," our teachers have expressed the view that they can now better understand how to identify strengths and weaknesses in student writing and how better to address those areas.

A math assessment is given to students at the beginning and midpoint of the school year to help identify skills in which students are deficient. We use this information to group students, to work on these skills in a reduced teacher-to-student-ratio classroom. Students work on specified skills which relate to their PACT assessment. This math grouping is implemented during a 40-minute block of time each day called "Panther Academy." During this period, students are placed in groups according to their math assessment results and PACT scores in reading and writing. Students below basic in reading and writing are placed in a group which targets and addresses deficiencies in identified areas. After a nine-week period, students rotate from one academic area to another. For example: Reading to math etc. The students who scored basic and above on the PACT reading and writing components are placed in classes which promote higher-level thinking skills. We believe "Panther Academy" has helped and will continue to help our students show marked improvement.

Along with these programs, we have introduced standards-based curriculum guides in each core subject with plans and strategies to better instruct students in the standards on their grade level. This is a key organizational tool which will ensure more efficient instruction.

The faculty, students, parents, and community members of Hickory Tavern Middle School support the efforts made during the 2002-2003 school year, and believe these will have a positive effect on the academic achievements of our students this year and in the future.

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.